



***21st Century Community Learning Centers
2015-2016 Request for Application – Continuation Programs***

City of Hialeah
Young Leaders with Character STEAM Ahead Program

5.1 Project Abstract or Summary

The City of Hialeah's STEAM Ahead program provides academic and enrichment services to students and the families in grades 6th-8th in three Title I Schools: Hialeah Middle School (HMS), Henry H. Filer Middle School (HFM) Palm Spring Middle School (PSM). During afterschool, HMS will serve 35 students, HFM will serve 25 students and PSM will serve 40 students. Hours of operation for each site are 3:55 p.m. to 6:55 p.m. During the summer 150 students from all three sites will be served at PSM from 7:30 a.m. to 6:30 p.m. The goals and objectives outlined are stimulating and interesting and will give students ample opportunities to enhance their knowledge and skills. Adult family member will have opportunity to take ESL classes and parent workshops. Ultimately, the myriad of experiences students and their families will have by participating in the Program will encourage them to become confident, productive lifelong learners.

5.2 Continuing Improvement

Continuing improvements are based on analysis of the data collection on participant attendance, objective measurements, and stake holder survey results. No formative evaluation was required from 1st year programs.

Findings for preliminary analyses of the data collected indicated that the Program is making steady progress toward meeting project goals. STEAM Ahead has committed to refining the program in several areas. Our target number of 150 (30 at HFM, 40 at HMS and 80 at PSM) served was not met. Understanding that parents would prioritize placement of their child in an afterschool setting prior to the beginning, or at the beginning, of the school year, the Program lost a good number of prospective participants who found alternatives to our program, due to

the late start that was out of our control (PSM and HMS November 3, 2015 and HFM January 12, 2015) . However data showed that once students enrolled they tended to stay 30 days or more. The program will continue to recruit students from new incoming 6th grade orientations and new student orientations as well and continue our effort to recruit all students from participating schools.

Steady progress towards meeting academic goals in the areas of reading/literacy, mathematics, and science are being made. Although 4th quarter report card grades were not available 1st and 3rd quarter grades were used as pre/post measures. It shall be noted that relating school report card grades to afterschool activities is problematic in that a direct correlation between the afterschool activities and the report card grades cannot be made because there are too many confounding variables.

5.3.a Evaluation Plan

The City will contract with Dr. Oneyda Paneque to serve as an external evaluator of the Program. With over 15 years of experience as an evaluator and researcher, her most recent evaluation activities include 21st CCLC and The Children's Trust out of school programs and an Even Start Family Literacy Program funded by the US Department of Education (USDOE) as well as a Personnel Development Project funded by the USDOE Office of English Language Acquisition. Dr. Paneque holds a Bachelor of Arts in Spanish from Northern Illinois University, a Master of Arts in Bilingual Education and Educational Psychology from the University of Illinois, and a Doctorate of Education in Exceptional Student Education from Florida International University. Her extensive experience in education can provide an informed perspective for formative feedback to STEAM and ensures valid summative evaluations of the Program outcomes.

Four PBL projects will be used to meet the objectives of the STEAM Ahead Program, throughout the program year, and each PBL subject reading, math, and science will include a pre and post test. The each project will take place over eight to ten weeks for 30-45 minutes five

days a week. Each group of students will decide what part of the end project they will work on. Certified teachers and program staff will implement the projects and parents and expert volunteers will be encouraged to assist students as well. Participating 21st CCLC family members will be invited to a Family Education Night (FEN) to view the presentations of the project findings. Final project findings for the PBL include student presentations of work completed throughout PBL project. The subject area pre and post test along with rubric will show the student improvement and understanding throughout the project.

Additional activities will be implemented at all sites throughout the school year. Thirty minutes of homework assistance, provided by tutors and certified teachers, will be offered daily. Thirty minutes of character education taught by program staff through PeaceWorks will be provided weekly. SPARK fitness activities will be implemented by program recreational staff three to five a week for 30-45 minutes. Dropout prevention and college and career readiness will be facilitated once a month in place of character education.

Program activities will be scheduled at the beginning of the project year via memos and calendars to ensure all staff are properly trained and prepared to administer the activities. Parents, and students will be advised of program goals and objective as well as important dates at the mandatory program orientation at the beginning of the school year and summer program via power point presentation.

Administrative staff will comply with all of the reporting documents as required by the 21st CCLC Grant Initiative including updating information through the Profile and Performance Information Collection System (PPICS), Annual Performance Reports (APR), monthly attendance and deliverable reports, ongoing data collection, end of the year, and summative reports.

STEAM Ahead will include an evaluation component including measures and outcomes reflecting the needs of students and family members. Information gleaned from the evaluation will show the impact on student academic performance. Support letters from MDCPS indicate

that student data will be provided to fulfill evaluation requirements. Program administrators will provide all requested evaluation data to the United States Department of Education, the Florida Department of Education and/or the Children's Forum on behalf of the FLDOE. The Program also agrees to participate in comprehensive evaluations of effectiveness of programs and activities provided with 21st CCLC funds.

A strong evaluation design is proposed for STEAM Ahead combining elements of both an Objectives-Oriented Evaluation and a Management-Oriented Evaluation (Fitzpatrick, Sanders, & Worthen, 2004). These two approaches are selected to use in tandem in order to (a) determine the extent to which program participants meet the specified program objectives and (b) provide useful information to program stakeholders for decision-making regarding program planning, development, implementation, and administration. Both quantitative and qualitative data will be collected to conduct this evaluation. Pre and post test scores from quantitative type data collection instruments will be used to determine the degree of growth over time. Interviews will be conducted with parents, children, and program staff, resulting in transcriptions that will be analyzed using a content analysis approach becoming a qualitative data source. The use of multiple data sources will provide information for a more robust and meaningful evaluation report to help shape long-term program development.

Formative evaluations will be documented on as required by grant to collect baseline data on students in order to measure progress towards program objectives in the subsequent formative and summative evaluation reports. Data on student attendance, program operation, assessment of all Program objectives, and recommendations will be included. End-of-Year Reports will be submitted in years three, and four. These reports will summarize annual evaluation findings relevant to the program objectives, teacher feedback, family satisfaction with the Program, and recommendations for the next year. Summative reports will be prepared at the end of year two and five providing a detailed summary of the Program and progress towards meeting each program objective. The summative reports will include (a) an overview and history

of STEAM Ahead, with indications of achievement of objectives; (b) student attendance and enrollment data; (c) information on each site program operation; (d) information on quality of each site staff; (e) assessment of each program objective; (f) other quantitative and qualitative data collected from interviews, photographs, evidence of student success stories; (g) information on program partnerships leading towards sustainability; and (h) overall recommendations.

STEAM Ahead will have a webpage on the City of Hialeah website which will be used as a dissemination tool. This webpage will display program objectives, progress, and links to programs created by the students. Parents, staff, school administrators and partners will be notified via emails and flyers with website information and dates when program results such as formative and summative reports are available.

5.3.b Measureable Objectives and Assessments

Below are the SMART objectives for the STEAM Ahead Program. The objectives and measurement tools, are described for each category.

1. *English Language Arts/ Writing.* Two objectives are identified in the English Language Arts/Writing domain. One objective is that 70 percent of regularly participating students will improve to a satisfactory English language arts grade or above, or maintain a high grade across the program year as indicate by school report card grades. Students will maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C. The second objective is that 70 percent of regularly participating students will improve to a satisfactory level or above on English language arts/writing or maintain an above satisfactory level as indicate by the Florida Standard Assessment for reading.

2. *Mathematics.* Two objectives are identified in the mathematics domain. One objective is that 70 percent of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year as indicate by school report card grades. Students will maintain an A/B grade or improve from a grade of C to B or a grade of D/F

to C. The second objective is that 70 percent of regularly participating students will improve to a satisfactory level or above on mathematics or maintain an above satisfactory level as indicated by the Florida Standard Assessment for mathematics.

3. *Science*. Two objectives are identified in the science domain. One objective is that 70 percent of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year as indicated by school report card grades. Students will maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C. The second objective is that 70 percent of regularly participating students from 8th grade will improve to a proficient level on science or maintain an above proficiency level as indicated by the Florida Standard Assessment FCAT 2.0 for science.

4. *Personal Enrichment Physical Activity*. The objective is for 80 percent of regularly attending participants will maintain or show improvement in physical fitness as indicated by pre/mid/post assessments on the Progressive Aerobic Cardiovascular Endurance Run (PACER) multistage shuttle run designed to measure aerobic capacity. The students will engage in physical education and recreational activities to promote healthy life styles. During the summer program students will elect to participate in the Summer Swim Program. Lead by certified lifeguards, students will partake in a variety of classes such as swim lessons, water fitness classes, and Guard Start Classes, which is a junior lifeguarding course. The Sports, Play & Active Recreation for Kids! (SPARK) Program will be implemented. This research-based out-of-school physical activity program includes a physical activities curriculum, and lifetime follow-up support. Through physical activity, it is anticipated that children will develop positive lifelong healthy habits. All of the children will participate in the physical recreational activities of the Program with the exception of children with documented physical disabilities and/or compromising health issues. The student to staff ratio will be 1:20. Staff will be trained in the SPARK curriculum and its implementation at all of the sites (SPARK).

5. *Dropout Prevention & College and Career Readiness.* The objective for dropout prevention & college and career readiness is that 80 percent of regularly attending participants will show college/career readiness and stay in school, as measured by pre/post knowledge assessments. The lesson plans will be developed by the Lead Teacher with a pre and post test per topic or subject. Additionally activities such as how to prepare for college or career as a middle school student, local and state college research, scholarship and financial assistance for college etc.

6. *Family Member Performance:* One objective was created in the area of adult family member performance. This objective is for 70 percent of adult family members participating in Adult Workshop will demonstrate improvement their knowledge as evidenced by workshop pre- and post-tests. The family member will receive an interest survey at the beginning of the program year. Those surveys will be used to choose which workshop to facilitate to the family members. These workshops will be geared towards helping family members support the educational goals of the student.

See Objective Table in Attachments

5.4.a Community Notice

The Project staff will maintain a project website located at www.hialeahfl.gov and update it monthly during the project period with the date of the latest update displayed on the page. This website will assist families and stakeholders in staying current about the events and services offered through the Project. A section of the website will include reports of ongoing progress to meet goals and objectives as evidenced by promising practices and data-based successes of the Project. Through the website, information on the importance and promise of the Project will be available to all stakeholders and interested community members. Additionally, the website will serve as the portal through which students access web-based instruction, providing them use of the Project resources and portions of the curriculum outside of Program hours.

5.4.b 21st CCLC Advisory Board

STEAM Ahead Program Advisory Board will be maintained and will be the group through which all community partnerships with the City and others will be coordinated. The board will consist of principal faculty members, students, parents, teachers, administrators, and some ECS employees involved in the grant who will continue to provide informed guidance, monitor progress, problem-solve, and advocate for the program. The external evaluator will also attend these meetings to summarize and answer questions on data collection and evaluation. Advisory Board meetings will be held quarterly, aligning with the nine-week grading periods. During these meetings, student and adult family member progress across after school activities will be discussed including each subject area, attendance, and retention efforts. Detailed information on formative and summative reports will be discussed. Ideas for improvement and sustainability will also be discussed at each phase of the program.

5.4.c Collaboration with Private Schools

Students from Title I eligible private schools in the area of the target schools that were interested in participating and willing to collaborate following 21st CCLC guidelines were invited to register. Once the Program received funds private schools were consulted via documented phone calls and emails. Teachers and other educational personnel were also given the opportunity to apply for a teacher and/or part-time position at one of the afterschool sites. The Program, will continue to provide private schools consultations regarding program changes and continue to offer equitable services to their students, teachers, and educational personnel attending within the service area each year.

5.4.d Partnerships

Parents, students, school administration, and staff are considered the most important partners of the program. During this past program year, 21st Century Grant Program, *Young Leaders with Character STEAM Ahead (YLCSA)*, had an Advisory Board that consisted of students, parents, teachers, and the school principal or a representative. The Advisory Board will be maintained and will be the group through which all community partnerships with the City and others will be coordinated.

There are various community partners who have agreed to support this program if funded. These include: the Parks and Recreation Department of City of Hialeah, the Communications Office of the City of Hialeah, the Alliance for a Healthier Generation- HOST Initiative, Miami Dade County Public Schools, and Village Youth, Inc. All of these organizations are long-term partners of the City and have committed to maintaining a working relationship with the City of Hialeah on this and future endeavors.

ECS has strong partnerships with the schools identified for this Program. The City of Hialeah has been working with Hialeah Middle School (5 years), Henry H. Filer Middle School (6 years) and Palm Spring Middle School (1 year) to provide 21st CCLC afterschool programs and summer camp to their students. It is clear that the City has established strong partnerships with these schools and will continue to strengthen these partnerships in the years to come. The City and Miami-Dade County Public Schools (MDCPS) have a Compact Agreement, referred to by Superintendent Carvalho in the District's support letter, which is a defined framework for cooperation, resource-sharing, and a collaborative partnership. The City and the District meets periodically to review the Compact and collaborative work, and periodically reports on progress to the School Board and to the City Council. The Compact has been ratified by both bodies and is renewed upon occasion. Our overall plan is to maintain all long-term partnerships and continue to develop new community-based and education partnerships to continue enhancing the Program.

The City's partners have committed to making significant contributions that will assist in meeting the program needs and goals either through the use of facilities or goods. In-kind contributions include the use of space, electricity, and water and sewer consumption to implement the programs at the three sites. (Snacks are provided by Miami Dade County Public Schools Food and Nutrition Department. The Program will keep in continuous communication with the partners and an on-going record of the contributions provided. Letters of support from each of these partners are attached. Please see Table 1 (Partners Table) for details on types of services and in-kind support partners will provide aligned to the Program's needs/goals.

Table 1: Partners Table

Program Name: City of Hialeah YLC - STEAM Ahead

| Partner Agency Name | Agency Type | Contribution Type | Align to Need/Goal | Letter of Support |
|---------------------------------------------------------|--------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <i>MDCPS</i> | <i>SD</i> | <i>In-kind</i> | <i>Facility - Provide a dedicated space for program implementation at selected schools; Provide use of computers, maintenance staff, and office equipment.</i> <i>Health and Nutrition – Provide free nutritious meals (snacks) to participating students in after school and summer program through the Child Care Food Program (CCFP) and free nutritious meals (breakfast/lunches) to participating students in summer program through the Florida Summer Food Program.</i> <i>School Collaboration – Encourage individual school staff to support the YLC Program</i> | Yes |
| <i>City of Hialeah Parks and Recreation Department</i> | <i>PRD</i> | <i>In-kind</i> | <i>Personal Enrichment – Teach students Tennis, Swimming and Guard start.</i> <i>Facility – Offer use of Cultural Arts Theater for program special events</i> | Yes |
| <i>Hialeah Communications and Special Events Office</i> | <i>CBO</i> | <i>In-kind</i> | <i>Program Promotion - Provide publicity materials and distribution. Assist with marketing efforts to include Comcast's Channel 77 (Hialeah TV), website and social media</i> | Yes |
| <i>Village Youth Inc.</i> | <i>CBO</i> | <i>In-kind</i> | <i>Health and Nutrition – Provide free nutritious meals (snacks/lunches) to participating students in summer program through the</i> | Yes |

| | | | | |
|------------------------------------------------------------|-------------|----------------|---------------------------------------------------------------------------------|------------|
| | | | <i>Florida Summer Food Program during times MDCPS cannot provide meals.</i> | |
| <i>Alliance for a Healthier Generation-HOST Initiative</i> | <i>NPOO</i> | <i>In-kind</i> | <i>Health and Nutrition - Offer resources for health and fitness activities</i> | <i>Yes</i> |

5.4.e Collaborations with the Regular School Day

Program objectives and activities were developed with the data available on academic achievement of students attending the three target schools HMS, HFM, and PSM indicate a need for improving educational outcomes.

We recognize the importance of communication between the lead agency, schools, partners, participants and families and thus have developed a plan to regularly communicate with each of these entities. Means of communication include but are not limited to accessing students' records and evaluation data and sharing students' progress with school staff and families.

We have obtained letters of support from the three home schools of the participating schools. Principals of these schools have committed to sharing student data as they pertain to the students' participation in STEAM Ahead. The data include, but are not limited to, attendance records, school grades, and standardized tests scores. The Project Director, in collaboration with the schools, have established an effective plan of communication between the Program and the schools where the students regularly attend and their regular day teachers to maintain smooth lines of communication about student progress on a consistent, continuous basis. School staff are also invited to check the Program webpage, which is updated regularly to inform parents of upcoming events and current student progress. Reporting information including formative and summative reports required by the 21st CCLC will be made available on the webpage for school personnel and parents to review as well.

In order to increase collaboration and coordination of services for students we plan to work with existing programs and providers in various ways. First, we will continue to invite certified teachers from the students' regular schools to join the program staff since they will be familiar with the students, the community, and the academic expectations identified in the Florida Standards. Academic services will be aligned with the school's core curriculum including literacy and math standards and Florida Standards objectives. Interested private school administrators in the service area with at-risk student population will be invited to participate in the Program.

5.4. f Sustainability

The City of Hialeah Department of Education and Community Services promotes lifelong learning which starts in early childhood. The City is committed to maintaining the STEAM Ahead Program in both size and scope of services throughout the five year funding period. Understanding that grants funds will decrease, administrative staff will carefully plan its programmatic needs accordingly. In order to sustain the quantity and quality of services, the number of children, and the length of operation during years two to five, the City will explore different alternative funding sources to compensate for the reduction in funding from the 21st CCLC. If no additional funding for other sources is obtained, the City has various sources of income which can be reassigned to cover the Program budget. One source may be the funding from the Community Development Block Grant (CDBG) which allows money for social services. Another alternate source of funding may be the educational impact funds from local taxes. Partners have also committed to continue providing support for program initiatives. It is also anticipated that there will be a reduction in expenses due to less money spent on curricular materials that are not consumable. Additionally, as staff become highly trained, less will be spent on external professional development activities since experienced staff will train new employees.

5.5.a Recruitment and Retention

Students will be recruited from the surrounding areas of the three proposed sites which have high numbers of at-risk students who come from low income families and speak English as a second language. Information about STEAM Ahead will be distributed via Connect Ed (a telephone communications system that allows schools and the school district to send important messages to parents), the City's website, social media outlets and Hialeah TV77 (the City's local television station) which is also streamed on the City's website. Representatives from the STEAM Ahead will attend New Student Orientations and Open Houses to promote the program. Similarly, staff will attend teacher meetings to inform them about the program and ask for assistance with referrals.

School personnel will also develop a list of students identified as "at-risk" and refer them to the Program. Program staff will contact those families directly and invite them to participate. Families interested in participating will complete a written application. Participants will be selected according to their enrollment status at the regular day school, interest in participating in program activities, willingness to comply with the program attendance policies, and parent/guardian commitment to attend and participate in program activities. Positive communication between staff and families will encourage and promote family involvement, which will contribute to consistent, long term participation and retention. Students will be selected on a first come, first serve basis until the enrollment capacity is reached. If necessary, a waiting list will be created and students/families will be called once a slot is available.

Our previous experience indicates that once students are enrolled and exposed to the program activities, it is fairly easy to retain them. The unique curriculum and opportunities afforded by STEAM Ahead include activities and experiences to which many in the City's student population are unlikely to have access without participating in the program. For example, during the summer sessions students are able to enroll in enrichment programs of interest such as stem classes, guitar, piano, nutrition, cheerleading, and tennis. The hands on

and enrichment activities are very creative and interactive which help keep students engaged, regularly attend and stay for an extended period of time.

Once a family is enrolled in the Program, specific efforts will be made to promote retention for the current year. These efforts include offering early registration for current students when summer or afterschool registration begins and hosting parent workshops on education and safety of children who attend afterschool programs versus other typical after school arrangements for youth (i.e. staying home alone while they wait for parents to return from work). Many of the program staff are teachers from the students' schools which assist with building rapport and maintaining relationships from the school day to the afterschool program.

The 2014-2015 school year brought some unusual challenges. Being a 21CCLC grant recipient from 2009-2014, we have had experience recruiting participants for afterschool/summer programs in our community. In the past, the bulk of our participants have been recruited through New Student Orientation, and school Open House Events. Although we did attend these school events at the beginning of this school year, as we've done in the past, we were not able to register students at these events due to the unexpected changes to the RFP. As a result, we were approved to register students as of November 3, 2014. This was done at two sites (Palm Springs and Hialeah Middle Schools). The principal at our third site (Henry H. Filer Middle School) did not allow us to register students until January 12, 2015. Typically, parents want to secure their child in an afterschool program as close as possible to the onset of the school year. Unfortunately, we were not able to offer this to the parents this school year. It has been a challenge to register students after the fact. We feel that we would have met our proposed registration numbers had we been able to start the program in August.

5.5.b Student Program Activities

PBL activities will incorporate the Florida Standards and be used to meet the objectives of the STEAM Ahead Program and will be mastered over 8 to 10 weeks with programming for 30-60 minutes five days a week at all proposed sites. Each PBL will include a pre/post assessment and will culminate with a presentation by the students for the parents at an end of project Family Education Night (FEN). Events will consist displays and work completed, chosen, created and designed by students linked to the lesson learned throughout The PBL Lessons. Technology will be used for student presentations using computer programs such as Power Point and Prezi. PBL lesson and PBL facilitators guide for PBL projects will be provided by MindWorks Resources.

Participation in STEAM Ahead will enable students to participate in dropout prevention and college and career readiness activities. The program will offer opportunities for students such as learning what steps they should be taking during middle school to prepare for college. Students will research college entrance requirements, available scholarship and financial assistance available to attend college. Attempts will be made to have local community leader come speak to our students how to prepare for interviews, how to dress, what common question may be asked of them during interview, etc. The goal will be to expose the students to the opportunities that exist for the student to reach their goals and follow their dreams through education. The classes will be facilitated one throughout school year once a month.

Additional activities will be implemented at all sites throughout the school year. Thirty minutes of homework assistance, provided by tutors and certified teachers, will be offered daily. Thirty minutes of character education taught by program staff through PeaceWorks will be provided weekly. SPARK fitness activities will be implemented by program recreational staff two to five times a week. Enrichment activities will be offered based on the interest of participants.

Once the clock hits 3:50, students head to the afterschool program located in the cafeteria or assigned room depending on site. They are then greeted by program staff and sign in. Initially, once all the students arrive they wash their hands and then acquire snack. Once,

they are done enjoying their nutritious snack, participants turn to academics activities such as PBL to stimulate their minds. Then, they will partake physical activities by engaging in SPARK activities. Additionally, participants focus on their homework and enrichment activities for an extended amount of time. Throughout the entire day they are consistently supervised in a caring and protective environment. Finally, they conclude the day with stimulating activities such as, board games, ping-pong, jump roping, etc. until they picked up and signed out of the afterschool program.

5.5.c Adult Family Member Program Activities

Goals and activities for the adult family members of STEAM Ahead are an integral component of the program. By engaging families in activities that students typically experience, families “experience” students’ academic work and can find opportunities to more easily engage their students in conversations about schoolwork.

Adult ESL - It is well documented that the majority of adult residents of Hialeah are not fluent in English. Therefore, the Program will provide instruction in English as a second language to adult family members using an online language learning program called the USA Learns (USA Learns). USA Learns includes an initial baseline assessment of English proficiency and provides appropriate content. The program is supplemented by in-person instruction and exercises by a Certified Adult Education Instructor. Parents will learn and improve their English proficiency while developing their digital literacy skills.

Adult Workshops – A series of Parent Academy workshops will be provided to families with the goal of bridging the gap between home and school learning. Example topics of workshops include: effective communication between teachers and parents, understanding the parent portal, and understanding the IEP process. These workshops will be offered for 1 to 2 hours 6 times throughout the year.

5.5.d Staffing Plan and Professional Development

STEAM Ahead will be supervised by the Director of Education of Community Services and by Department Supervisor Sharon Dziedzic, positions which require a bachelor or master's degree. The Program will be administered by a full time Project Director Roberto Lopez, with education and/or significant experience and be assisted by a part time Center Director. Ledisney Rodriguez, who has a 40-hour child care certification certificate. Each site will have a part time camp director who is directly responsible for the daily program implementation and is assisted by part time tutors, and program leaders, all positions which require a high school diploma. Certified teachers lead all academic activities. Inclusion Aides with experience as ESE paraprofessional or ESE Teachers with Miami Dade County Schools are contracted if needed to support the inclusion of children with disabilities. Enrichment activities are offered in conjunction with contract providers who specialize in math and science enrichment, physical education and sports activities, arts enrichment, and nutrition education. The City welcomes volunteers who are over 18 years of age, who have been cleared with a background check, and who receive approval from City Administration through an established process to volunteer in City programs and facilities. In the schools, volunteers would be used to support enrichment activities including in the arts, sports, and during Family Education Nights.

STEAM Ahead will receive administrative support, to include all invoice tracking, budgeting, revisions, and reporting for the 21st CCLC and overseeing data entry associated with these areas, from Quentin Webb, Program Specialist III, who has worked for the City of Hialeah for thirteen years. He holds a Bachelor's degree in Public Administration from Florida International University.

The City conducts a national Level II background check on every person associated with this program including all teachers, staff, contractors, volunteers, and administrators. Before an employee or contractor is hired, the Department Director reviews background check results, using the criteria of Florida Statutes governing childcare workers to determine if he/she is fit to work with children and families. STEAM Ahead, serving a middle school population, is exempt

from licensure and therefore there is no licensure agency requirement regarding staff which must be met.

In general, each site will have a 1:10 staff:student ratio. Personal enrichment ratios will be no more than 1:20. During teacher-led academic activities a 1:10 ratio will be maintained. Children with disabilities or emotional and behavioral issues will receive services at a 1:3 staff:student ratio administered by inclusion aides, although less intensive 1:5 or 1:15 ratios may be provided based on each student's unique needs.

Ensuring all staff understand program goals and have the requisite knowledge and skills to support student learning is critical to the Program's success. Therefore, planned, differentiated professional development is embedded into the program. Certified teachers, though knowledgeable in their disciplines, may need support in teaching in an afterschool or summer program. Print, web-based, and video resources from the *Afterschool Training Toolkit for 21st Century Community Learning Centers* will serve as a source of ideas for lesson implementation in literacy, math, and science; provide myriad resources to support instruction throughout the year; and be an initial professional development experience for teachers, tutors, and other staff on a variety of instructional strategies and afterschool organizational approaches. Tutors and teachers may avail themselves of the tutorials located online and on the web. Tutors, and teachers will receive training via the self-directed web-based workshops provided by 21st CCLCs You for Youth Online Professional Learning and Technical Assistance program. Tutors will be provided with professional development sessions addressing a variety of homework assistance and behavior management approaches. Teachers and tutors will participate in a project-based workshop series. We all also provide the staff with inclusion training to assist in accommodating student with disabilities. Program will contact local community colleges and university education department to recruit future educators for tutor and program leader position as well as going to faculty meeting at participating school to recruit certified teachers. All new and returning program staff will attend orientation sessions and will

have the opportunity to receive CPR training. We will send the Project Director and other key staff to the 2015-16 After School Kick-off Conference hosted by the Florida After School Alliance. Additionally, the Project Director may attend the Florida After School Conference, Beyond School Hours Conference and/or the National After School Conference.

The Advisory Board, fully detailed in 5.4.b. will round out the plan for key persons to support and enhance the project. Administrative and evaluation staff described above will interact with the Board to plan and develop the Program.

5.5.e Program Site (Center)

The program will take place at Palm Springs Middle School, Hialeah Middle School and Henry H. Filer Middle School which provides a harmless and protective environment. The schools are Miami-Dade County Public Schools; they provide a cafeteria and/or classroom to host program students and program activities. Inside the schools, students will partake in many classes proposed by the program, such as PBL, Mind Lab, Dance, Tennis, Guitar, Piano, Nutrition, Chess, and many more! For physical activities all school provide basketball courts as well as large athletic fields to carry out program activities. The facilities at each site are used on a daily basis during program hours.

5.5.f Safety and Student Transportation

Student safety is a top priority of the ECS Department; therefore several safety procedures/measures will be implemented. First, all participants will be under direct supervision of program staff at all times. All children will sign-in daily upon arrival at the site. Children will only be signed out by their parent/guardian or as indicated on the registration form. Parents will be required to inform site personnel if their child will be absent. Sign-in and sign-out procedures will be reviewed with staff and child/adult participants to ensure compliance.

During the school year, traveling to and from the sites is not an issue since the program will be held at the schools that the students regularly attend. Students will be picked up at the sites by the person indicated by their parent/guardian. In cases where the students will walk

home, the parent/guardian will provide a written statement indicating that they have given permission for the student to do so. All of the facilities proposed are Americans with Disabilities Act (ADA) compliant. No child shall be excluded from participating in the program provided he/she can be safely accommodated. Students will be appropriately and equitably served.

The program will ensure student safety and continue to operate the schedule number of hours during the winter months when the sun sets earlier in the evening by making arrangements with the City of Hialeah's Police Department. The police department will be asked to increase patrol in and around the surrounding areas of our target schools.

During the summer months the Program will be responsible for providing transportation during select summer activities. City vehicles will be used and drivers holding valid Commercial Driver License (CDL) classification will be hired. The City of Hialeah will provide in-kind contributions of up to one 26 or 44 passenger bus. All staff receives training prior to transporting students on proper procedures and transportation guidelines that are set forth by the City in the policies and procedures manual. Transportation to and from Hialeah Middle School and Henry H. Filer Middle School to summer camp site Palm Springs Middle School maybe provided in an effort to make the summer camp accessible to students with transportation issues. These transportation services will be provide by City vehicles, outside contactor and/or a combination of both City vehicles and/or outside contractors. Any field trips will be chaperoned by the appropriate number of staff, a 1:15 ratio, and transportation for scheduled educational field trips will be provided by an outside contractor. All staff are trained on proper procedures of supervision and the field trip policy while out of the site to ensure safety.

The City of Hialeah has well-defined policies and a rigorous hiring procedure, whereby all staff for this Program will pass a Level II clearance. Furthermore, any partner/contractor providing direct services to the children will have appropriate clearances. Parents will be informed of off-site activities and field trips. These activities will be appropriately staffed to ensure safety at all times.

5.5.g Dissemination Plan

In order to disseminate and share information about STEAM Ahead with stakeholders, the Program Director and staff will provide information sessions at the bi-monthly family involvement events. These sessions will be conducted in English and Spanish to ensure that all of the families understand and are acquainted with program goals and outcomes. In addition, each site will have an announcement area where families can read about monthly activities and special events as they occur. Postings will also include photos and other types of media to ensure stakeholders remain informed and encourage active participation in the Program.

STEAM Ahead will have a page on the City of Hialeah website which will be used as a dissemination tool. This webpage will display program objectives, progress, and links to programs created by the students. Upcoming events will be available for students, parents, and community members to view on the website. Program partners and stakeholders will be invited to post events that may be of interest to students and families. The webpage will be updated monthly during the program period and the date of the latest update will be displayed. If awarded, the webpage will be active within one month of notification of the award. The webpage will also include short articles on the accomplishments of the students who participate in the Program and data from program outcomes as appropriate. Summaries of the formative and summative reports generated for 21st CCLC will be provided to the principals of the schools.